Water Primary School

Computing Policy

Member of staff responsible: Emma Smith
Policy reviewed: September 2023
Date to be reviewed: September 2024

Mission Statement

At Water School our aim is to teach to inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful and independent learners, who are equipped for lifelong learning.

Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements.

Vision for Computing at Water Primary School

Water Primary School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Our Aims:

Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.

Teach pupils to become responsible, respectful and competent users of data, information and communication technology.

Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school

Provide technology solutions for forging better home and school links.

Enthuse and equip children with the capability to use technology throughout their lives.

Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.

Utilise computational thinking beyond the Computing curriculum.

Give children access to a variety of high-quality hardware, software and unplugged resources.

Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.

To ensure that children understand and follow online safety procedures.

Instill critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.

Safeguarding – Online Safety

Online safety has a high profile at Water Primary School for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.

Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements.

They know who to contact at school if they have concerns.

Data policies which stipulate how we keep confidential information secure.

A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils. Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.

Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.

Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.

Scheduled pupil voice sessions and learning walks steer changes and inform training needs.

Filtering and monitoring systems for all our online access.

Curriculum

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:
Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.
Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.

Key Stage 1 outcomes

Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
Write and test simple programs.
Organise, store, manipulate and retrieve data in a range of digital formats.
Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2 outcomes

Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration.

Assessment

Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
Work from a range of classes and abilities is shared using the Noticeboard feature in Purple Mash.
Additionally, exemplar pieces of work from individual pupils is shared with parents using Parent Portal (a feature in Purple Mash).
Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool. Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform

future planning.
Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.
Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment. Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy).
Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into the 2Simple Computing Assessment Tool.

Resources

All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.
The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research. A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Leader. Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader. Audits of school resources are conducted regularly by the Computing Leader, which informs bidding for budgets allocations.

Inclusion

At Water Primary School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEND pupils. We place emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day.

Monitoring, Evaluation and Feedback

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to keep an online portfolio or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group.
Details of monitoring and evaluation schedules can be found in the Computing Action Plan and School Monitoring Schedule.
Monitoring will be achieved through work scrutiny, learning walks, observations, pupil voice, teacher voice, reflective teacher feedback, learning environment monitoring, dedicated Computing Leader and Assessment Leader time.
Evaluation and Feedback will be achieved through:
Dedicated Computing Leader and Assessment Leader time.
Using recognised standards documentation for end-of-year expectations.
Using recognised national standards for benchmarking Computing provision in primary schools.
Written feedback on evaluation of monitoring activities to be provided by the Computing Leader in a timely manner. Feedback on whole school areas of development in regard to Computing to be fed back through insets/AOB/staff meetings.

Roles and Responsibilities

Due to technology extending beyond the National Curriculum for Computing, there are key roles and responsibilities specific members of staff have.

Headteacher

Monitoring the implementation of the Computing Policy and its associated policies such as the Safeguarding

and SEND Policies.
Ratifying (in conjunction with the Governing Body) the Computing policy, Safeguarding policy and Computing Leader's Action Plan.
Securing technical support service contracts and infrastructure maintenance contracts. Approving CPD and training which is in line with the whole school's strategic plan.
Approving budget bids and setting them.
Creating in conjunction with the Computing Leader, a long-term vision for Computing which includes forecasted expenditure and resources.
Monitoring the performance of the Computing Leader in respect to their specific job role description for Computing. Ensuring any government legislation is being met.

Computing Leader

Raising the profile of Computing for all stakeholders.
Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development.
Ensuring assessment systems are in place for Computing.
Maintaining overall consistency in standards of Computing across the school.
Reporting on Computing at specific times of the year to the Governing Body/Head/Staff. Auditing the needs of the staff in terms of training/CPD.
Actively supporting staff with their day-to-day practice.
Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
Attending training and keeping abreast with the latest educational technology initiatives. Using nationally recognised standards to benchmark Computing.
Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan.
Creating bids for the annual budgets and monitoring budget spend. Keeping an up-to-date log of all resources available to staff.
Procuring physical and online resources that demonstrate best value. Reviewing the Computing curriculum and developing it as needed.
Overseeing the effectiveness of the technician.
Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

ICT Technician (Steve @BlueOrange)

Conducts routine scheduled maintenance/updates on systems.
Supports the administration and set-up of online services including the school website. Fixes errors/issues with hardware and software set-up, prioritising as needed Routinely checks school filtering, monitoring and virus protection.
Maintains network connectivity and stability. Sets up new hardware and installations.
Supports the Computing Leader and Head Teacher with future infrastructure needs and associated projected costs.

Administration Staff

Maintains the school website content.
Posts approved requests to the school's social media accounts. Supports procurement of resources and technical services.
Supports the technician with some data management.

Health and Safety

Water Primary School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety. Both staff and pupils are trained to handle electrical equipment correctly

including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for. Adequate displays and warning signs are strategically placed around the school to reinforce health and safety.

Curriculum Planning for ICT

The planning of the curriculum is organised in three phases:

- **long term planning** which shows the organisation of the Computing topics across the year for each year group, and the coverage and progression of knowledge, skills and understanding in the 'ICT Skills Progression' document.
- **medium term planning (Available on Purple Mash)** which demonstrates the progression of knowledge, skills and understanding within each topic;
- **short term planning (Available on Purple Mash)** which explains how children will build on their existing understanding with the new learning specified as focused learning objectives for each given lesson.

Formative Assessment

Use of formative assessment: new learning built on children's existing knowledge and understanding; decisions about what children need next (support, extension, next step); ambition for all children to access year group expectations; use of intervention.

Professional Development of Staff and Use of Resources

CPD opportunities are provided to all staff in school to enhance their confidence, knowledge, expertise and experience in the subject. The Computing Lead will provide these opportunities following meetings and discussion with the SLT.

Parental Involvement

Parents and carers are key stakeholders in the education of children and have a critical role to play in helping their child to reach their potential. We can support parents and carers in many ways to get involved in their child's education. We welcome involvement and will provide a range of opportunities for this. We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents and carers to work closely. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. During the academic year, we will invite parents and carers to:

- Access Purple Mash using their 'Parent Code' to follow their child's/children's progress
- Access Purple Mash to view exemplary pieces of work

In addition, we will communicate information about school events and our curriculum through the following

- A termly curriculum newsletter
- Regular newsletters and updates
- Text messages
- Social Media (Twitter)
- Our school website
- End of year school report

We operate an 'open door' policy that ensures parents and carers can always communicate with us.

Assessment and reporting

The Computing Lead and TA's continue to assess the progress of pupils through observations during Computing lessons from Reception through to Y6.

Teacher assessment will be carried out in all other activity areas and may or may not be

recorded. Evidence through Purple Mash Pupil/Class files will be saved for each year group.

Monitoring of the implementation - Impact

The Computing Lead will discuss the implementation of the Purple Mash curriculum offer on a termly basis and make necessary amendments to enhance learning in school.

Progression in knowledge, skills, understanding

This can be seen in the Computing 'Progression of Skills' document.

Use of feedback to improve learning

As much feedback as possible is given to children whilst they are taking part in their Computing lessons. If required, additional classroom-based learning will occur to enhance knowledge, understanding, and deepen learning.

Monitoring and Evaluation of the policy

It is the role of the post holder with responsibility for this policy to monitor its effectiveness and suitability of purpose. Any proposed changes will be presented to the School's Leadership Team before wider appropriate consultation is undertaken as directed by the Head Teacher. The final document will be presented to the Governing Body for approval.